

## Hilton Head Early Childhood Center

165 Pembroke Drive  
Hilton Head, South Carolina 29926

**Grades** PK-K Primary School

**Enrollment** 435 Students

**Principal** Adrienne Sutton 843-689-0422

**Superintendent** Dr. Phillip J. McDaniel, Interim Superintendent 843-322-2300

**Board Chair** Dale Friedman 843-322-2356

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	0	0	0	0

### IMPROVEMENT RATING

N/A

### ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	N/A	N/A	N/A
<b>2005</b>	N/A	N/A	N/A
<b>2006</b>	Excellent	N/A	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERFORMANCE RATING CRITERIA**

Student attendance rate	94.4%
Student-teacher ratio in core subjects	16.4 to 1
Percent of parents attending conferences	99.0%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	7.2

**Type of accreditation:** *(More than one may apply)*

- ☐ Not pursuing accreditation  
☒ Conducting a self-study  
☒ State Department of Education  
☒ Southern Association of Colleges and Schools  
☐ American Montessori Society  
☐ National Association for the Education of Young Children

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Primary Schools with Students Like Ours</b>	<b>Median Primary School</b>
<b>Students (n= 435)</b>				
First graders who attended full-day kindergarten	N/R	N/A	99.2%	99.6%
Retention rate	2.2%	N/A	6.2%	4.7%
Attendance rate	94.4%	N/A	95.0%	95.8%
With disabilities other than speech	1.6%	N/A	1.6%	3.8%
Older than usual for grade	0.0%	N/A	0.0%	0.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	57.1%	N/A	57.1%	53.2%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	32.6%	N/A	0.6%	0.0%
Teachers with emergency or provisional certificates	4.5%	N/A	2.4%	0.0%
Teachers returning from previous year	N/A	N/A	91.9%	90.6%
Teacher attendance rate	96.0%	N/R	94.6%	94.6%
Average teacher salary	\$43,284	I/S	\$43,284	\$43,053
Prof. development days/teacher	16.2 days	N/R	13.5 days	17.2 days

<b>School</b>				
Principal's years at school	2.0	N/R	2.0	2.0
Student-teacher ratio in core subjects	16.4 to 1	N/R	21.6 to 1	19.3 to 1
Prime instructional time	85.8%	N/R	87.2%	89.2%
Dollars spent per pupil*	N/A	N/A	\$6,103	\$6,176
Percent of expenditures for teacher salaries*	N/A	N/A	60.7%	63.2%
Percent of expenditures for instruction*	N/A		65.0%	67.9%
Opportunities in the arts	Fair	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development	Average	N/R	Average	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance rate in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our school is in its fledgling year of existence as a separate school entity. Prior to this school year we existed as a school within Hilton Head Elementary School. With the help of the school district, parent volunteers, and community support, our student body moved into a \$13 million facility on January 18, 2006. Our enrollment as of the 135-day report is 436 students. More than 35% of our students have limited English proficiency. Our school is now composed of students in Early Childhood Special Education, pre-kindergarten, and kindergarten. School enrollment includes 18 students who began our program at age three and are in our Early Childhood Special Education program, 129 pre-kindergarten students, and 307 kindergarten students. 38.4% of kindergarten students qualify for free and reduced lunch.

Our new facility reflects the philosophy of our faculty and community: Bring the services to the children. The building design of four instructional pods encourages collaboration and flexibility. Students are grouped into heterogeneous learning communities within each pod for classroom instruction in all academic areas, media, and art. Students eat lunch in a family-style setting with classmates within their pod. Additional arts opportunities are found in a central commons gymnasium, a performing arts music room, and seven art studios. The hiring of a Lead Teacher this year supports staff development goals in the areas of art education and the philosophy of Reggio Emilia as a best practices model for serving the needs of young children. ESOL and support services are located within classroom pod areas and work directly with the classroom teacher to support instruction. A full-time guidance counselor works with students in small groups, in classroom guidance, and with individuals. Teachers have participated in staff development in the areas of arts education and curriculum development.

The principal, three specialists, and two kindergarten teachers attended the Arts Education Leadership Institute at Winthrop College in summer of 2005 and established a five-year Comprehensive Arts Plan for 2005-2010. This training enables our school to qualify as an Art In Basic Curriculum School (ABC School). Artist-in-residency programs were held during the year in the areas of dance, mime, and a featured pianist, Martha Braden. Two teachers within the school were awarded a Palmetto Electric Cooperative Bright Ideas Grant to produce student made DVDs to describe our school to newcomers. Our music teacher was awarded a grant to purchase a concert series piano. Children As Curators has been established to set up classroom museums. Four teachers on staff hold National Board Certification.

Adrienne Sutton, Principal

Kevin Courtney, School Improvement Chair

**EVALUATIONS BY TEACHERS**

	Teachers
Number of surveys returned	28
Percent satisfied with learning environment	92.9%
Percent satisfied with social and physical environment	96.3%
Percent satisfied with school-home relations	85.7%